

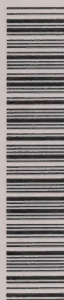
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CONCERNING

*THE ONTARIO TRAINING
SCHOOLS FOR BOYS*

BOWMANVILLE . . . GALT

FOREWORD

This booklet has been prepared in response to many requests received from social workers, probation officers and parents.

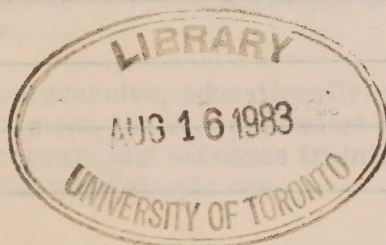
It is of necessity short and concise and should serve mainly as a supplement to a visit and inspection of our two schools at Bowmanville and Galt.

It is considered advisable that every parent who has a boy in the Training School should visit him and confer with the staff about his behaviour and progress.

Officials and citizens interested in the field of juvenile delinquency and training, will be shown every courtesy and are invited to visit the Schools at Bowmanville and Galt.

Much headway has been made in this important work; but there is still much to be done and we welcome criticism and constructive suggestion.

It is the sincere hope of this Department that you will find the information contained in this booklet instructive and enlightening.



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THE TRAINING SCHOOLS ACT

The Training Schools Act, 1939, Chapter 51, of the Statutes of Ontario, forms the legal background for the administration of the Ontario Training Schools for Boys.

It is clearly stated in this Act that the purpose of a training school, shall be, "To provide the boys therein with a mental, moral, physical and vocational education, training and employment.

A handy booklet containing all of section 51 is available to social agencies and interested parties through the Department of Reform Institutions, Parliament Buildings, Toronto.

The Ontario Training Schools are administered by the Department of Reform Institutions. Every possible effort is employed to differentiate between the Training Schools and the Reformatories. Special letter-head, nomenclature and policy are employed. There are no guards, inmates, cells, prisoners, sergeants, yards, etc. in the Training Schools. Instead we find supervisors, students, housemasters, teachers, instructors and play areas. The grounds and buildings are all very much of the open-type.

The Department of Reform Institutions through the Minister, the Deputy-Minister and the Director, are zealous in their efforts to make the Training Schools as attractive and comfortable as the best of our boarding schools. Spacious grounds, fenceless fields, attractive dormitories, wholesome meals, modern equipment and a vigorous staff, aid in this design.

With such progressive, educationally-minded leadership in the Department, the Superintendent finds the task of designing a program that stresses training rather than punishment, a relatively simple one.

THE ADVISORY BOARD

The Lieutenant-Governor in Council appoints five members to the "Training Schools Advisory Board." This Board meets at the call of the Minister or the chairman. By visiting, inspecting and investigating training schools, they examine the moral, scholastic, occupational and recreational nature of the program. They are a powerful influence regarding wardship, care, health, treatment, conduct and discipline.

Besides visiting the Schools the Board meets every Thursday afternoon in the Parliament Buildings and passes judgment on progress reports of individual boys, paroles, placement and termination of wardship. A complete and thorough check on all students is kept by the Advisory Board and the Superintendent must seek the advice and permission of its members before instituting any change in a boy's placement or movement from the School or a Foster Home.

The members of this Board serve without remuneration and their sympathetic understanding, and stimulating interest in the welfare of all boys committed to the Schools, is a source of inspiration and encouragement to boys and staff.

WARDSHIP

Sometimes parents and boys are bewildered when they learn the facts concerning commitment to the School.

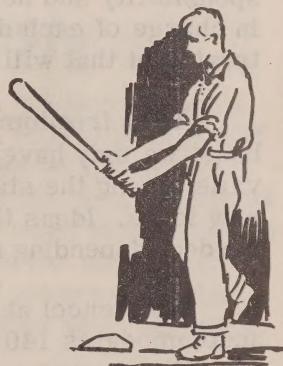
Every boy sent or committed to a training school, becomes a ward of the School until he reaches the age of twenty-one or wardship is relinquished. This means that the Superintendent and the Advisory Board take over duties comparable to those assumed by a guardian. In actual practice wardship is often terminated before a boy's twenty-first birthday. If a boy makes a satisfactory adjustment for some years after leaving the School, wardship is usually terminated.

A partnership is established between the parents and the School. Parents are free to visit their boy and discuss his progress with the staff. The consent of parents is always sought when their boy requires an operation. Sometimes, as in an emergency, this consent is required quickly. The assistance of police and social agencies in contacting the parents is sometimes necessary. Parents should realize that operations are only advised where the health of the boy is considered to be a handicap to his normal development. The cost of some operations is born by the School and the parents or municipality are responsible only for the hospital charge of about two dollars and twenty-five cents per day.

Sometimes the reason for a boy's poor behaviour is a medical one that can be removed by operating and the wise parent will always give consent.

THE TYPE OF BOY

Our boys usually arrive from the Juvenile Courts; but some are sent by social agencies at the request of one or both parents and gain admission through the Advisory Board and the Minister. It is difficult to classify them into types, but the Statutes of Ontario provide that boys under 16 years of age who fall into the following categories, may be sent to the Training School:



1. Boys who are found begging in a street or public place.
2. Boys who are found wandering from their homes.
3. Boys who are considered habitual truants or unmanageable in school.

4. Boys who are not receiving proper home training because conditions are unsatisfactory.
5. Boys who are found guilty of petty crimes, such as theft, trespass or destruction of property.
6. Boys who prove to be unmanageable or incorrigible.

In most cases a boy will receive guidance from court probation officers or some social agency; but if he does not respond and it seems apparent that he requires training away from his home; then the judge may commit the boy to the Training School.

We find, that generally speaking, the boys who come to us, respond enthusiastically to training. After a few short weeks they become ardent supporters of the School and add their efforts towards building a fine school spirit.

ORGANIZATION

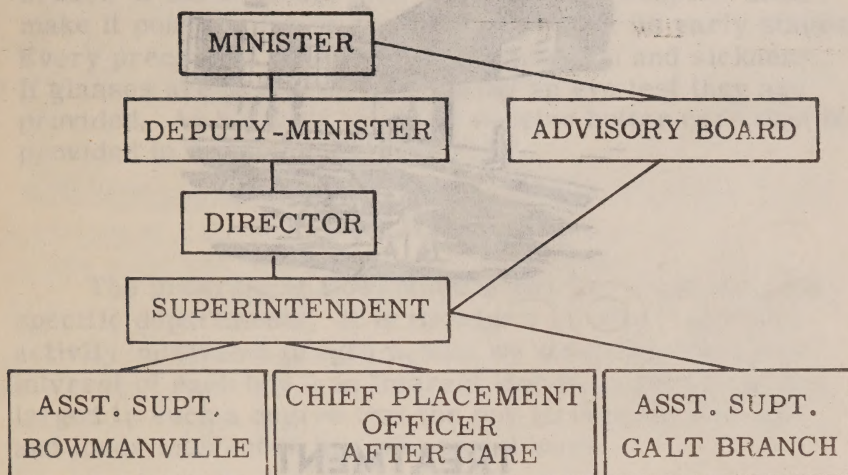
The superintendent is vested with a maximum of responsibility and he in turn relies upon the men and women in charge of each department to produce a program of treatment that will bring rapid and lasting results.

This freedom to experiment is the real secret of any boast we may have to success. A spirit of adventure prevails among the staff and each day brings forth its quota of new ideas. Ideas that are tested and tried, retained or discarded, depending upon their suitability.

The School at Galt contains some seventy acres and accommodates 140 boys under fourteen years of age. Bowmanville comprises over three hundred acres and 180 older boys are trained there.

All admissions are through the Reception unit at Bowmanville. Following a two week observation period the smaller boys are transferred to Galt.

A brief outline of the chain of responsibility is as follows:



MAINTENANCE COSTS

The cost of operating the Ontario Training Schools for Boys, comes high when the work is judged in terms of dollars and cents. The good that is done is difficult to measure because it is so intangible. If the Schools did not exist it is quite likely that more of our boys would develop into full-fledged criminals. The cost to the community then could not be reckoned in terms of money alone but would have to include the grief and misery that follows in the wake of crime.

When a judge commits a boy he designates the community that is responsible for maintenance. The sum of fifty cents per day is then charged to this community and they in turn may recover this amount from the parents depending upon their ability to pay. This income forms but a

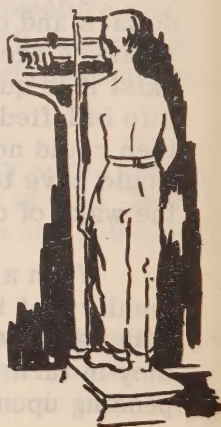
small part of the total cost. The bulk of the funds are provided by the Ontario Government in a legislative grant that is voted annually.



TREATMENT

When a boy displays delinquent tendencies we are interested in knowing why. A normal, healthy boy, in a happy home, is not likely to resort to stealing, truancy or vagrancy to find an outlet for his desires.

Social workers provide us with a short history of the social and moral background of each boy; a mental test gives us some indication of his capabilities and a physical examination reveals whether he is constitutionally capable of meeting the demands of every day life. More often than not we find that lack of attention to one of these factors or a combination of them has resulted in the boy thinking and acting in ways that are not acceptable to society.



Where seemingly irreparable damage has been done before the boy reaches us, we secure advice and guidance from experts in the Department of Health and the Mental Hospitals.

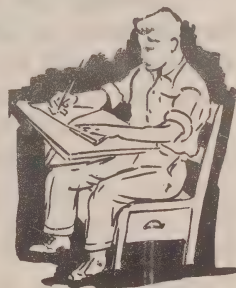
Part-time doctors and dentists and full-time nurses in each of our Schools, plus well-equipped hospital units, make it possible for us to detect illness in its early stages. Every precaution is taken against infection and sickness.. If glasses are prescribed following an eye test they are provided. As a result our boys receive better care than is provided in most private homes.

PROGRAM

The program at Bowmanville and Galt is divided into specific departments. It is through a healthy, vigorous, activity-motivated program, that we strive to catch the interest of each boy - an interest that is nurtured and enlarged to such a degree that the boy strives for success and loses interest in his anti-social ways.

ACADEMIC

Many boys when they reach us have lost interest in school. Truancy, lack of encouragement in the home, discouragement at school result in the boy finding satisfaction and excitement in anti-social behaviour. The process of leading him back to his books calls for infinite patience and superior teaching skill.



Our academic teachers hold certificates from the Ontario Normal Schools and our curriculum and methods are subject to the same inspections by the Department of Education as any other school in the province. To do an effective piece of work we must keep our classes small. A teacher with 20 - 25 students has time to instruct the individual. Many boys are backward because they have poor reading habits and we are encouraged by the effects of 'remedial reading.'

Our academic achievement is a source of pride and we have proved that effort will result in success. This past year at Bowmanville, twenty-three boys wrote the entrance examinations and twenty-two were successful.

We are free to promote boys who develop quickly and it is possible for some boys to pass several grades while with us. We encourage this because it often means an older boy can return to an outside school and continue with boys his own size and age.

VOCATIONAL

The program for the younger boys at Galt is mainly academic; but Manual Training, gardening, cleaning and cooking, provide useful work opportunities.

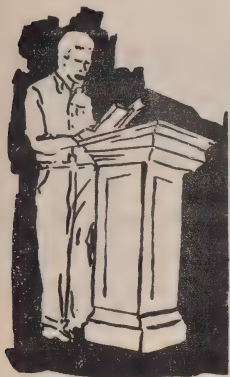
At Bowmanville, where the boys are older the program for a boy might be (1) Full-time academic work, (2) half-day academic and half-day vocational, (3) full-time vocational.

Through the co-operation of the Department of Education we have secured used tools and machinery from the Canadian Vocational Training and Rehabilitation Schools. This has resulted in the following vocational subjects being available at Bowmanville: Carpentry, Machine Shop, Cabinet Making, Sheet Metal, Shoe Repair, Typing, Radio, Horticulture, Cooking, Barbering and Pressing. With two large farms, a registered Holstein herd, horses, chickens, pigs and modern farm machinery, there is amply opportunity for many boys to train as farmers.



We cannot hope to graduate finished tradesmen in any of these vocations. We do stress procedure and good work habits. If we can interest a boy so that he will choose and follow a trade as a result of his training here, then we consider our efforts worthwhile.

SPIRITUAL



A boy is taught to respect his own church and religious affiliation. He participates in a daily Chapel Service, attends weekly at the Sunday morning services of the churches in town, repeats prayers nightly and shares in a boy-conducted Sunset Service each Sunday evening in the School auditorium.

The various clergy are welcome to visit boys and confirmation classes are held for the interested. At Galt the Christian Business Men's Association have shown a steady and increasing interest in the boys. The Salvation Army, the Church Army and the Gideons are regular visitors and they conduct special services at Galt and Bowmanville.

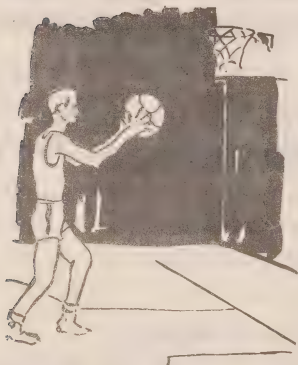
A very fine atmosphere prevails at the close of the day when each boy kneels by his bed and repeats the "Boy's Prayer" and the "Lord's Prayer."

A BOY'S PRAYER

Give me clean hands, clean words, clean thoughts.
Help me to stand for the hard right, against the easy wrong.
Teach me to work as hard and play as fair in Thy sight alone
As if all the world saw.
Forgive me when I am unkind and help me forgive those who
are unkind to me.
Keep me ready to help others with some cost to myself.
Send me chances to do a little good every day
And so grow like Christ, my ideal.

RECREATIONAL

Recreation in our Schools sets the tone for the whole program. It embraces a wide field and through recreation we attempt to catch the interest of each boy. Boys who exhibit anti-social tendencies find it difficult to participate in team games. Boys who have felt inadequate in the ordinary school setting experience difficulty in winning modestly or losing graciously. In sports and co-operative ventures on the stage and in the band, such boys soon learn to recognize their own weaknesses and appreciation for the other fellow.



Some part of every day is given over to athletics. Visitors to Bowmanville and Galt will see team games, crafts, music and play-acting, demanding the attention of boys at all hours. A just division of play and work is carefully scheduled. Skills are taught in baseball, swimming, boxing, track & field, soccer, lacrosse, rugby, hockey, basketball, volleyball, horseshoes, floor hockey and gymnastics. In every sport we stress clean play, effort and clean living.

Considerable emphasis is placed on marching to develop poise and timing. In both Schools the boys are thrilled to march behind their own bugle band.

Group singing takes place each morning and crafts are taught in the evenings. We are appreciative of the efforts of the Waterloo Music Teachers Federation who sponsor weekly musicales at the Galt School and we anticipate similar co-operation from Durham County during the coming season at Bowmanville.

SOCIAL

In each of our two Schools groups of thirty to forty boys live in houses. House-life approximates as close as possible the ordinary life of any well conducted home. The boys learn to share responsibility and they are responsible for keeping their house neat and clean. The selfish boy, the bully, the thief and the tattle-tale soon learn that they must change their ways if they would live at peace with their neighbours. The happy house is free of bickering, rowdyism, favouritism and fear.

The boys make their own beds, sweep and wash the floors, change their linen, and dust. They shower nightly, clean their teeth and finger nails and wash before each meal. On house nights they retire to the lounge and indulge in quiet games, reading, writing, crafts, sing songs and discussions.

Boys are permitted to keep their personal belongings in the house and they soon learn that if they expect others to respect their property, they must be prepared to do likewise.

Central heating keeps the houses cozy and a constant supply of hot water is at hand. The beds are comfortable and sheets and pillow cases are laundered weekly. Each house issues its own clean clothing and the boys are taught to darn and do simple mending by the housemothers.

Some housemasters are successful in developing a fine spirit among their group and house stunts, songs, and yells are but outward symbols of the fine spirit that prevails.

PUNISHMENT

This is a subject that receives very little prominence in the program at Bowmanville or Galt. We stress Training rather than Punishment and we disagree with people who consider that a boy is sent to a Training School to be punished.

If the factors that go to make up acceptable behaviour are missing in the early years of a boy's life, it is doubtful whether he should be held entirely responsible if he fails to conform to our way of life. We are inclined to the view that anti-social behaviour is but a symptom of an underlying cause and until we diagnose this cause and prescribe a course of treatment, we feel that punishment will only serve to aggravate the condition.

Because corporal punishment can become but a crutch for poor supervision and because we must have the complete confidence of every boy if we are to resolve his problems into successful patterns, we are conducting our Schools without using the strap.

Most boys will listen to reason. The fact, that they don't always follow reason, places them in the same category as most of us. If good behaviour only results when bad behaviour means a whipping, there can be little of lasting value in the training program. We have found that the turning point in a boy's attitude comes when he develops faith in the staff and the certainty that he will get a square deal. We are convinced that such faith would not flower in a garden of hard knocks.

As a substitute for punishment we strive to make the program rich in privileges. It then follows that boys who do not earn these privileges suffer the consequences of their poor conduct.

Segregation from the group, office interviews, house and school spirit, the desire to do well and be liked, words of approval, recognition and pride in oneself are the weapons we use.

VISITORS

Visiting time is Sunday afternoon for parents and friends; but special permission will be granted to those who find Sunday impracticable. Parents are advised to write ahead of time stating when they will arrive as sometimes boys are away on special treats and excursions.

We are pleased to see parents visit their boys as it is good for both parties. The wise parents will strive to keep their boy in good spirits. If a boy's behaviour is poor following a visit we notify the parents and limit the amount of visiting.

The boys at both Schools know that if their behaviour for the previous week has been satisfactory, and they have not been A.W.O.L. during the month, they may be taken off the grounds by visiting parents. In each case the town limits of Bowmanville and Galt are as far as the boys may go on these outings.

Visitors are directed to the main office at each School and a pass form indicating the extent of the visit and the time of return is clearly indicated.

MAIL

All parents and all boys like to receive mail. If parents will keep their letters free from complaints, criticism and morbid news, they may write as often as they wish. Every possible effort is exerted to have every boy write home at least once per week. The school provides stationery and stamps.

All phases of a boy's training come under our scrutiny and this requires censoring all incoming and outgoing mail. If parents are separated and each tries to poison the mind of the boy against the other, it causes emotional disturbances that seriously handicap a boy's training. If a boy exaggerates the facts concerning some passing frustration experienced in adjusting to the group, it upsets mother or father unduly. Letters that are considered unsuitable for a boy are returned to the sender with a complete explanation.

Parents may send parcels and reading material to their boy. Please do not send clothing, comic books, expensive watches, pen knives, chewing gum, cigarettes or tobacco. Suitable articles include: fruit, cookies, chocolate bars, good books, reputable magazines, diaries, games, snapshots of the family, hair oil, tooth paste, soap containers, musical instruments. If money is sent, it will be credited to the boy's account to be given to him upon release.

HOLIDAYS

The only vacation period from the two schools is at Christmas time. Even then certain conditions must prevail before a holiday can be authorized. A boy must have a suitable place to go; he must have satisfactory behaviour which includes freedom from A.W.O.L. for at least three months before holiday time; and we must feel reasonably sure that he will return on time. If all these conditions are met, we will pay travelling expenses to and from his destination and the maximum of seven days will be granted.

Holidays at any other time will not be permitted. This applies to boys on placement as well as those in the school. Serious illness in the immediate family, vouched for by a doctor's letter or a death in the immediate family constitutes reason for a compassionate leave at any other time.



In every case the boys will be supplied with written instructions covering his method and route of travel and clearly stating when he should return to the school.

LENGTH OF STAY

When a boy first comes to the School, we do not know how long he will have to remain. If he is intelligent and responds to the School life, he should expect a move after about one year. We have been able to recommend parole for some boys sooner than this and some require longer than the year. So much depends upon the nature of his delinquency, co-operation with the home, love for his parents, ability

to adjust satisfactorily to group living and home conditions.

The Review Board in each School keeps each boy acquainted with his progress and shortcomings. We recognize that if a boy is faced with the prospect of being at the School for an indefinite period he is apt to become discouraged. To break the period down into reachable goals, the Review Board, consisting of the Superintendent, the Assistant Superintendent, the Headmaster, Placement Officer, Supervisor of Programme and Housemaster, meet each boy every four months to talk over his achievements and failures and to set a possible graduation goal in the light of their findings.

We believe that a good home is better than the finest Institution. If a boy's home is satisfactory we want him to return there; if not, we do not want to continue his institutional training too long and so endeavour to find him a suitable foster home.

ABSCONDING

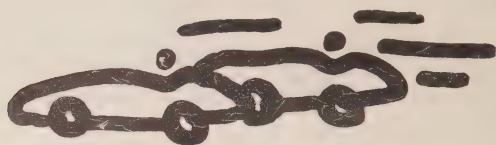
Some boys fail to respond to group life and school activity. Some of these attempt to escape from their feelings of inferiority by running away. The Schools at Bowmanville or Galt were never built to detain this type of boy. Actually the number who run away is not large and the majority of the boys should not have their freedom curtailed because a small number of boys abscond. The percentage that run away is no larger than it would be if we were to take any average group from any community in the town or city and place them where they knew they must remain.

The actual running away is not too serious. Our chief concern is the trouble that boys will get into when they are at large without fund to buy food and lodging. Most of these boys return to their own homes and when this happens wise parents notify the School.

As soon as a boy is discovered missing from the School, a letter is sent to the boy's home acquainting them with the facts and soliciting their co-operation. A staff member from the School or the local police is authorized

to apprehend boys without a warrant.

The Statutes of Ontario provide that anyone who "Knowingly harbours or conceals a boy who has unlawfully left a Training School or foster home, without giving notice of the child's whereabouts to the Training School or to the local police authorities, shall be liable to a penalty of not more than \$100.00 or to imprisonment for a term not exceeding three months or to both fine and imprisonment."



AFTER CARE

The training in the School forms one phase in the reclamation of the young offender. In the School we can teach him to respect adult authority, the rights of others, co-operation, good sportsmanship, cleanliness, good work habits, and so on. The real test of the effectiveness of our teaching comes when he leaves the School to live again in society. Legally, we have a right to concern ourselves with his conduct until he is twenty-one years of age.

The post-graduation supervision is accomplished by a staff of Placement Officers with headquarters at the Bowmanville School. The men selected for this work serve their apprenticeship as Supervisors and Housemasters in the School organization. They are trained to guide, inspire and encourage and our large percentage of successes is due to their untiring efforts.

We are very concerned that a boy shall be given every opportunity to keep free from trouble when he leaves the School. Very few boys return immediately to their own homes because we know that if the same factors that contributed to his original delinquency are still present, his chances of success are small. The members of the Advisory Board are very reluctant to authorize parole to a boy's own home unless they feel the boy has a good chance of keeping out of trouble.

Nothing succeeds quite as much as success and it is a fine tribute to our "After Care" staff when we have more foster homes available than boys to fill them. If a boy is of school age and would profit from further academic training he is placed in a home to continue school. If he is nearly sixteen and lacks ability to absorb academic work, then he is placed on a farm, or at vocational work where he can earn a wage. Medical and dental care is continued in these foster homes. Once a boy has become successful in a foster home situation, there is every likelihood that he can return to his own home and the habits of work, thrift and economy will remain with him.

When boys who were wards of the Children's Aid Society or under the supervision of the Big Brother's are ready for graduation from the School, a consultation is sought with the officials of these organizations concerning the advisability of returning the boys to their own homes.

Boys on parole to a foster home or their own home are visited by the placement staff at least every three months and their reports are forwarded by the superintendent to the Advisory Board. Once we are convinced that the boy will make good, a recommendation is forwarded to the Advisory Board and wardship is terminated.

The Department of Reform Institutions

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